

(September to December, 1921.  
January to March, 1922, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORMS IV. & III.

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text must be read and narrated first.

IV. & III. *Old Testament History*,\* by T. M. Hardwick and H. Costley-White (Murray, 3/6), Vol. III., xi.-xxiii., pp. 3-55.

(a) S.P.C.K. *Bible Atlas*\* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-). (c) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (d) *The Saviour of the World*, Vol. V. (P.N.E.U. Office, 3/-), pp. 1-63.

(e) *The Acts*,\* by E. M. Knox, pp. 128-189 (Macmillan, 3/6).

(f) *The Prayer Book in the Church*, by The Rev. W. H. Campbell (Longmans, 3/6), with lessons on Advent and Christmas.

For Sunday Reading (optional):

IV. & III. (a) *Heroes and Writers of the Book of Common Prayer*, by A. M. Ford (S.P.C.K., 3/6).

For private daily Bible reading, children may use *Lectiones for Older Children* (Spottiswoode, 1d. each). (b) *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

IV. (c) *Borrow's Bible in Spain* (Dent, 2/6). (d) *Tennyson's Holy Grail*, Vol. II. (Dent, 2/6).

III. (d) *Tennyson's The Morte d' Arthur*. (c) *Uncle Tom's Cabin* (Dent, 2/6).

† The 91st term of work set since the Parents' Union School began.

N.B.—The prices of books are constantly rising; those given are the latest before going to press.



#### Writing.

Choose and transcribe passages from Shakespeare's *Macbeth*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d, a card); work from card 6.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; a paragraph to be then dictated in III., in IV., to be occasionally written from memory.

#### Composition.

- IV. & III. Read on Tuesdays some subject in "Literature," or, on the news of the week, or, on some historical or allegorical subject, etc. Write on Thursdays a *résumé*.  
IV. Verses (note metre of poems set for this term), on current events and on characters in the term's reading, upon heroic deeds, or, on autumn and winter scenes.  
III. Narrative poems on striking events.

#### English Grammar.

Parse and analyse from books read, making progress each term.

- IV. Meiklejohn's *A New Grammar of the English Tongue*\* (4/6), pp. 86-102; 116-122.  
III. Morris's *English Grammar*\* (Macmillan, 1/6), pp. 56-73; 94, 95, or, better, Meiklejohn, pp. 1-22.

#### Literature (including holiday and evening reading).

- IV. & III. *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 12/6), pp. 633-679.  
(a) Shakespeare's *Macbeth*\* (Blackie, Plain text, 7d.).  
(b) Kipling's *Five Nations*,\* Vol. I. (Methuen, 3/-).  
(c) Tennyson's *Poems*,\* Vol. I. (Dent, 2/6). *Poems of To-day* (Sidgwick & Jackson, 3/6).  
IV. (b) *Cranford*\* (Collins, 2/6). (c) *Scenes of Clerical Life*\* (Collins, 2/6). (d) Carlyle's *Heroes and Hero Worship*\* (Blackie, 1/-), No. 61. Tennyson's *The Princess*.  
III. (b) Tennyson's *Sir Galahad, The Lord of Burleigh, To the Queen*. (c) *Lorna Doone* (Collins, 2/6).

#### English History.

- IV. & III. Make a chart of the period studied (1861-1920), (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events. *Lord Kitchener*, by D. Mackenzie (Blackie, 2/3).  
IV. *A Survey of Modern History*\* (Blackie, 6/-), pp. 113-139, and from page 177, but taking only 1861-1920, or, finish Gardiner's History, Vol. III. *A History of Everyday Things in England*, by H. & C. Quennell (Batsford, 8/6), Vol. II. should be used for period. (Elementary Schools do Form III. work.)  
III. Arnold Forster's *A History of England*\* (Cassell, 8/6), pages 807-833.

#### French and General History.

- IV. See, *A Survey of Modern History*.

- IV. & III. *The British Museum for Children*,\* by Frances Epps (P.N.E.U. Office, 3/9), chapter 9. Teacher study preface. Keep a Book of Centuries\* (P.N.E.U. Office, 3/-), putting in illustrations from all history studied. *The Great War, 1914-1918*, by C. R. L. Fletcher (Murray, 6/-), pp. 66-120, or, better, *The Story of the Great War*, by D. A. Mackenzie (Blackie, 6/-), pp. 1-54.  
III. Creighton's *First History of France*\* (Longmans, 5/-), (1861-1920).

#### Citizenship.

- IV. & III. *Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 140-162. North's *Plutarch's Lives*, edited by P. Giles (University Press, 3/6): *Paulus Aemilius*. Smith's *Smaller Classical Dictionary* (Dent, 2/6).  
IV. *Citizenship*,\* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 228-277 (narration instead of questions).  
III. *Social and Industrial Life*,\* by St. Loe Strachey (Macmillan, 2/6), pp. 71-106.

#### Geography.

- Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercises on the map of the world every week. Phillip's *Atlas of Comparative Geography* (new edition, 3/-), may be used. See also tests under "Scouting."  
IV. The Ambleside Geography Books, Book V.\* (5/-), pp. 210-267. *Our Guardian Fleets in 1805*,\* by H. W. Household (Macmillan, 3/-), pp. 186-220.  
III. The Ambleside Geography Books, Book IV.\* (4/-), pp. 188-248, with special reference to recent changes (see new Atlas). *Fighting for Sea Power in the Days of Sail*,\* by H. W. Household (Macmillan, 2/-), pp. 66-107.  
III. & IV. Map questions to be answered from map and names put into blank map (from memory) before each lesson. Follow *The Great War*, with maps. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

#### Natural History and Botany.

- IV. *Winners in Life's Race*,\* by Mrs. Fisher (Macmillan, 6/-), pp. 240-279, or, Gilbert White's *Selborne* (Frowde, 2/6), pp. 176-263. *Elementary Studies in Plant Life*,\* by F. E. Fritsch (Bell, 3/6), pp. 1-30.  
IV. & III. Keep a Nature Note-Book (P.N.E.U. Office, plain or interleaved, 4/6), with flower and bird lists, and make daily notes. For out-of-door work take some special study. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Phillip, 2/6): August to December. Furneaux's *A Nature Study Guide* (Longmans, 6/6).



- III. *The Study of Plant Life*,\* by H. C. Stopes (Blackie, 6/-), pp. 109-140. Ruskin's *Ethics of the Dust*\* (Dent, 2/6), Lectures 4-7 inclusive.

#### General Science.

- IV. *First Year of Scientific Knowledge*,\* by Paul Bert (Relfe, 4/6), pp. 160-191. *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 159-192.
- III. *Architecture*\* (Jack, 4/-), pp. 43-64. *Geikie's Physical Geography*\* (Macmillan, 1/6), pp. 46-91.

#### Hygiene and Physiology, Domestic Economy.

- IV. *A Health Reader*,\* by W. H. Abrahall (Cassell, 3/-), pp. 222-269. *First Year of Scientific Knowledge*, pp. 359-376.

#### Arithmetic.

- IV. *Pendlebury's New Shilling Arithmetic*,\* pp. 128-141 (Bell, 2/3).
- III. *New Shilling Arithmetic*,\* pp. 58-71.
- IV. & III. Revise back work; examples may be taken from *Pendlebury's New Concrete Arithmetic*, Book V. (Bell, 5d.).

#### Geometry.

- IV. *A School Geometry*,\* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 4/6), pp. 171-181, and revise 139-170.
- III. pp. 27-33, 34 (Ex. 1-3), 35-41. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

#### Algebra.

- IV. *A School Algebra*,\* by H. S. S. Hall, Part I. (Macmillan, 3/6), § 84, pp. 63-74, 89.

#### German.

- IV. *Siepmann's Primary German Course*,\* by O. Siepmann (Macmillan, 5/-), Lessons 19-21 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.
- III. Lessons 4-6 inclusive,

or, preferably, Italian.

- IV. & III. *Perini's Italian Conversation Grammar*\* (Hachette, 6/6), Exercises 1-5.

#### Latin.

- IV. *Limen*,\* Part I. (Murray, 2/6), pages 116-141. Sections 28-32 of *Cæsar's Belgian Campaign*,\* edited by S. E. Winbolt (Bell, 1/9), may also be taken for narration and parsing.
- III. *Second Latin Course*, by Scott and Jones (Blackie, 3/6), pp. 40-62.

#### French.

- IV. *Primary French Course*,\* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *La Dernière Classe*,\* by Daudet (Blackie, 7d.); parse two pages.
- III. *Siepmann's Primary French Course*,\* Part II., Lessons 7-9. Teacher study preface. Teacher read lesson aloud and children narrate *Histoire de Mes Bêtes*, by Dumas (Blackie, 7d.).
- IV. & III. Read several poems and learn one from *Longer Poems for Recitation* (Blackie, 6d.).

#### Drawing.

- IV. *The Fésale Club Papers*,\* by W. G. Collingwood (Holmes, Ulverston, 4/6), pp. 121-144.
- IV. & III. Illustrations of scenes from Literature. Study, describe (and draw from memory details of) six reproductions\* of pictures by G. F. Watts (P.N.E.U. Office, 2/- the set), Studies of heads. See the special notes in the *Parents' Review*, September, 1921. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-).

#### Recitations.

- IV. & III. Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Two hymns by Newman, Psalms 45, 46. Two poems or 50 lines by Tennyson, or, a scene from *Macbeth*.

#### Reading (including holiday and evening reading).

- IV. & III. Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*\* (Dent, 2/6), pp. 186-215.

#### Music Appreciation.

See Programme of Music (Beethoven), *Parents' Review*, September, 1921: *Our Work. The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-), may be used.

#### Singing.

Three French songs, *French Song, with Music* (Blackie, 7d.). Three German songs, *Deutscher Liedergarten* (Curwen & Son, 2/6, or without accompaniments, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,\* complete with music 6/-). Christmas carols. *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 17-20 (Curwen & Son, 2/6).



Drill, etc. (Choose new work.)

*Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands* (Evans, 7/6). The Board of Education's *Syllabus of Physical Exercises* (Eyre & Spottiswood, 1/-), tables 65-68. Ex-students, House of Education Drills. *How to Teach Dances* (Evans, 4/6). Hockey.

**Work.**

Do some definite house or garden work. Make Christmas presents. *Simple Repoussé Work*, by E. J. Bradford (Charles, 1/9). *Simple Garments for Children*, by Synge (Longmans, 6/-), or, *Needlecraft in the School*, by M. Swanson (Longmans, 7/7): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). *Cooking: Tried Favourites Cookery Book* (Marshall, 1/-). See also tests under *Scouting (Parents' Review, May, 1920)*: all girls should take the First Aid (No. 10) and Housecraft (No. 7) Tests. Make a garment for the "Save the Children Fund"; for particulars apply to 29 Golden Square, Regent Street, W. 1.

N.B. 1.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books after "Reading" are optional but desirable.

N.B. 2.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history subjects (including Scripture).

N.B. 3.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 8½d. each, and Cambridge paper for the Examination 2/6 for 4 quires (*not less*); envelopes to match 2/6 a packet. Also the School Badge (6/-), School Hat Band (4/6), and Ribbon 3/6 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 4.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 5.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 6.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.



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The Parents' Union School.

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Motto : " I am, I can, I ought, I will."

FORMS IV. & III.

PUPILS' NAMES .....

Bible Lessons.

I.

- IV. 1. Give an account of the secret anointing of Saul. By what signs was God's approval to be shown ?  
2. " Nay, but we will have a king." What warnings did Samuel give to the people in this connection, and how did he present the king ? What was the constitutional position of the king ?  
III. 1. " Shall Jonathan die, who hath wrought this great salvation in Israel ?" When were these words used, and why ?  
2. " As long as he liveth he shall be lent to the Lord." Describe the occasion when these words were used, and quote from Hannah's thanksgiving.

II.

- IV. 1. Describe the vision of St. Peter. What was its significance ?  
2. Give some account of the Church at Antioch, and of the city.  
III. 1. Give an account of Saul of Tarsus as regards (a), his education, (b), his conversion.  
2. Describe the mission of (a), Ananias, (b), Barnabas, to Saul.  
III. & IV. Show fully how our Lord's teaching of forgiveness affected people who heard it. Quote our Lord's words.

Writing.

IV. & III. Write ten lines of poetry from memory.

Dictation (unprepared).

*Macbeth*,—

IV. Act I., Scene VI.,—" This quest . . . delicate."

III. Act I., Scene V.,—" They met me . . . shalt be !"



### Composition.

- IV. 1. Write an essay on the reception of the Prince of Wales in Bombay. Can you quote any of the stanzas made by the students?
- or, 1. Write a scene for acting from *Cranford*, or, *Amos Barton*.
2. Write 20 lines in the metre of the *Idylls* on one of the following,—The Prince of Wales in India, Watts' "Sir Galahad," The Sailing of the "Quest," or, Aurora.
- III. 1. Write an account of the welcome given to the Prince of Wales at Baroda (or some other city).
2. Write some verses on one of the following,—Watts' "Una and the Red Cross Knight," "A Crystal, Orpheus," or "Jan Ridd."

### English Grammar.

- IV. 1. Analyse, parsing the words in italics,—
- "More bounteous aspects *on me* beam,  
Me *mightier* transports move and thrill,  
So *keep* I *fair* through faith and prayer  
A virgin heart *in work* and *will*."
2. There are eight kinds of (a), Subjects, and eight kinds of (b), Objects. Give examples of each in (a) and (b).
3. Show in what different senses *be*, *fer* and *mis* are used as prefixes.
- III. 1. Analyse, parsing words in italics,—
- "Then *move* the trees, the copses nod,  
Wings flutter, voices *hover* clear :  
O *just* and faithful *knight* of God !  
Ride on ! the prize is *near*."
2. Write notes on the plural forms,—ladies, kine, children, cloths, clothes, shot, shots, mice, news.
3. What are the five cases? Give examples and show the uses of each,
- or, 2. Use, in sentences, the past tense of,—beat, crow, win, shrink, bid, smite, eat, tear, lie, tread.
3. Give words in which the following suffixes occur,—sion, our, ure, icle, let.

### Literature.

- IV. 1. Write a sketch of the "Sage of Chelsea," and give, as far as you can in his style, a short paragraph about Dante.
2. Write a résumé of "The Princess," quoting favourite lines.
3. Write a sketch of Lady Macbeth.
- III. 1. Write a short account of Charles Dickens, and give a scene you have enjoyed from one of his books.

2. Make a list of the poems you have read by Tennyson, and quote lines from three of them.
3. Show what part the witches take in the play of "Macbeth."

### English History

- IV. 1. Show how Britain has come to possess so great an Empire,
- or, 1. Give an account of some great inventions of the Twentieth Century.
2. What do you know of the Labour Party and Socialism?
- IV. & III. 3. Give some account of Lord Kitchener's first command in Palestine, and his last command in the Great War.
- III. What do you know of (a), the foreign policy of King Edward VII., (b), the Union of South Africa?
2. Write a short account of Polar exploration. What do you know of the most recent expedition?

### General History.

- IV. 1. Give some account of German world policy.
2. What do you know of Napoleon III.? What "tremendous disasters" occurred in his reign?
- or, 2. What do you know of the Third Republic? What two great men helped to form it?
3. "At the end of July, 1914, the Grand Fleet disappeared from view." Describe Admiral Jellicoe's policy.
- or, 3. Who were the chief Pyramid builders? What do you know of each?
- III. 1. What do you know of (a), the Commune, (b), the New Constitution (French) of 1875?
2. Give a short account of the pictures in the rock tombs of Egypt.
3. What do you know of the Fourth Crusade to Jerusalem?

### Citizenship.

- IV. 1. "To think fairly requires knowledge and consideration." Illustrate by an example, and mention three subjects upon which the nation has to think fairly to-day.
2. Describe the progress of Æmilius through Greece.
3. Give the substance of the speech of Æmilius on the death of his two sons.
4. What is to be said for and against military service as the duty of a citizen?
- III. 1. "Truth is not violent." How does Botticelli portray this? What may we learn from this picture?
2. Describe the triumph of Æmilius after his victory over Persius.
3. Friendly Societies are both good and bad. What do you know of their good work? How may a man know a bad Society?



#### Geography.

- IV. 1. What do you know of the Eastern (United) States, their situation, industries and towns?  
 2. What are the Republics of South America? Describe one of them,  
 or, 2. What changes have taken place in Eastern Europe since the war? Sketch map.  
 3. What do you know of distinguished ships and seamen that fought at Trafalgar?
- III. 1. Give some account of Hungary and its people,  
 or, 1. Give a rough sketch map of the new frontiers of the Balkan Peninsula.  
 2. Describe (a), a journey down the Volga, (b), the northern forests of Russia.  
 3. Write a short account of a "great frigate captain" and his gallant "Nymphé."

#### Natural History.

- IV. 1. How do plants get (a), water, (b), food? What do you understand by biennial, perennial? Give a full description of a plant illustrating each.  
 2. "Of all the animals of this three-toed group the horse has the most interesting history." Sketch this history, giving a diagram,  
 or, 2. Write a letter in the manner of Gilbert White on what you have noticed in November.
- III. 1. Give some account of plants which (a), are parasitic, (b), eat animals. Diagrams.  
 2. Describe, giving examples, the three orders of crystals.

#### General Science.

- IV. 1. Show that heat is motion. How does this apply to ice, water, steam, and the sensations of heat and cold?  
 2. What have you to say about the apparent movements of the sea, the movements of the ground?
- III. 1. What do you understand by a Cloister? Describe one in Italy, and one (if possible) that you have seen. Give drawings of Romanesque mouldings.  
 2. What is the work of water underground? How is soil made?

#### Hygiene and Physiology.

- IV. I. What have you to say about the sense of hearing? Draw a diagram of the auditory apparatus.  
 2. What points should be considered as to (a), the best soils for houses, (b), foundations, (c), walls?

#### Picture Talk.

- Describe Watts',—  
 IV. "Progress."  
 III. "The People who sat in Darkness saw a Great Light."

#### Arithmetic.

- IV. 1. Compare the Simple and Compound Interest on £21 : 10 : 0 at the end of 3 years at 4% per annum.  
 2. Find the Present value and the Discount on £1000 due in 3 years at  $3\frac{1}{3}$  per cent.  
 3. How much invested in the 3 per cents. at 104 will produce an income of £300 a year?
- III. 1. Simplify : (a),  $4\frac{3}{4} - (2\frac{1}{2} + 1\frac{1}{4})$ . (b),  $\frac{11\frac{5}{7} - 7\frac{5}{11}}{11\frac{5}{7} + 7\frac{5}{11}}$   
 2. Find the value of  $3\frac{1}{8}$  of £3 : 17 : 6.  
 3. If  $\frac{4}{11}$  of a house be worth £345, what is the value of  $\frac{5}{16}$  of the house?

#### Geometry.

- IV. 1. Equal chords of a circle are equidistant from the centre.  
 2. Two tangents can be drawn to a circle from an external point.  
 3. If two circles cut one another, any two parallel straight lines drawn through the points of intersection to cut the circles are equal.
- III. 1. If one side of a triangle is greater than another, then the angle opposite to the greater side is greater than the angle opposite to the less.  
 2. Straight lines which are parallel to the same straight line are parallel to one another.  
 3. If any side of a triangle is produced both ways, the exterior angles so formed are together greater than two right angles.

#### Algebra.

- IV. 1. Solve the equation :  $40 - 5x = 12 - x$ .  
 2. If  $a = 7 + x = -16$  find the numerical value of  $\frac{a+x}{a-x}$  + the square root of  $\frac{a+x}{a+2x}$   
 3. Solve the equation :  $5x - 17 + 3x - 5 = 6x - 7 - 8x + 115$ .

#### German.

- IV. 1. Translate into German, Reproduction III., page 186.  
 2. Use, in sentences, the prepositions,—*mit, von, nach, bei, aus*.  
 3. Parse the pronouns and translate,—(a), *Der gibt nach*. (b), *Den liebe ich*. (c), *Die weiss es*. (d), *Das bemerkte er*. (e), *Denen gebe ich Alles*.
- III. 1. Describe, in German, picture 5,  
 2. Make sentences with the words,—*Sohn, Wagen, Katze, Raubvogel, Fuss*.

#### Italian.

- IV. & III. 1. Make sentences, using the Italian for,—He has. He had. I shall have. They may have. I have had.  
 2. Translate,—Here it is. Here they are. I am going to Paris. I have been to Athens. My father is at home.  
 3. Make three sentences, showing the different ways in which Italians address one another.



Latin

- IV. 1. Translate into English and retranslate into Latin,—  
Caesar's *Belgian Campaign*, chapter 30, "*Ad haec . . . dixerunt.*"
- III. 1. Scott & Jones, § 87, page 41.
- IV. 2. Translate into Latin,—He told me this. I lighten your work. We please you. They envy him. We obey Caesar.
3. Decline,—*melior, vetus, pauper*, and *qui, quae, quod*.
- III. 2. Make the following dependent on *Caesar dicit* and *dixit*:  
*murum aedificat, oppidum circumvenit* (4 ways).

French.

- IV. 1. Describe, in French, "*La Distribution des Prix.*"
2. Use, in sentences, the First and Third Persons Singular Imperfect Indicative of *être triste, avoir peur, finir le travail, pourvoir le voir, souffrir*.
3. Give, in sentences, the comparative and superlative of  
*un bon élève, vous travaillez bien, une langue difficile, un beau drame, un mauvais exemple*.
- III. 1. Give, in French, a "*Causerie du Football*"; or, describe  
*La Fête du 14 Juillet*.
2. Make sentences, using either (a), the days of the week.  
or, (b), *ne . . . pas, ne . . . que, ne . . . que peu, tant*,
3. Make sentences, using each person of the Present Indicative of (a), *pouvoir*, or, (b), *vouloir*.

Drawing.

- IV. & III. 1. An original illustration, with title, from "*Cranford*," or, "*Lorna Doone*."
2. A study of a head.
3. A design in wild fruits for a book cover.

Musical Appreciation.

1. Into how many periods is Beethoven's life divided? State a few characteristics of each period.
2. Comment shortly on any five of the following:—Count Rasoumovsky, Choral Symphony, Albrechtsberger, Bagatelles, Sonata Pathétique, the Beethoven Rondo, the Kreutzer Sonata, Scherzo.

Recitations.\*

Father to choose two Bible passages of ten verses each, a poem, and a scene from *Shakespeare*.

Reading.\*

Father to choose a poem and a leading article from a newspaper.

Music.\*

Examine in work done.

Singing.\*

Father to choose an English, a French and a German song, and three exercises.

Drill.\*

Report progress.

Work.\*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 12th. Papers to be posted on Saturday, the 17th, with no other enclosures.

2.—Subjects thus indicated (★) to be marked on the *Parents' Report* according to Regulations.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the member does not appear.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.